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ABSTRACT

The 1974-75 Austin Independent School District bilingual/bicultural program was designed as a comprehensive program of bilingual (Spanish and English) education for schools with the highest concentrations of Spanish-dominant Mexican American students. Bicultural instruction was inherent in the program which used both languages for a portion of all the curriculum. On a budget of $271,530 the program served over 1400 elementary students in six schools using 6 1/2 professional staff, 20 teacher aides, and 7 support staff. Students receiving Spanish instruction met objectives regarding acquisition of basic concepts and improved language proficiency, but not Spanish reading skills. Students receiving English instruction met English reading objectives. The program met most objectives regarding staff training, supervision, materials, team teaching, and bilingual aides, but not the important objectives regarding curriculum development and parental involvement. Compared to students not in the program, students in bilingual classes learned more Spanish and as much English. It was recommended that the program be continued at all six schools and be available to all Spanish-dominant students and to those whose parents want them in a bilingual program. Other recommendations were that the position of parental involvement specialist be discontinued and that teacher training emphasize using teacher aides effectively. (SB)

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FINAL EVALUATION REPORT

ESAA BILINGUAL/BICULTURAL PROJECT

1974-1975

GRANT NUMBER OEG-6-74-1897

PROJECT NUMBER F-6-132-TOA

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I

ABSTRACT

This report presents data collected during the formal evaluation of the 1974-1975 ESAA Bilingual/Bicultural Project in the Austin Independent School District. The Bilingual/Bicultural Project has been assessed with the design set out by the Office of Research and Evaluation's C.I.P.O. Model. This year, the project involved four elementary schools (Allison, Govalle, Metz and Palm) and the sixth grade at Allan and Martin Junior High.

Students receiving Spanish instruction met outcome objectives in acquiring basic concepts and improving language proficiency. However, the students receiving Spanish language reading did not meet the Spanish reading outcome objective. The students receiving English instruction did meet the outcome objective for English reading.

Most of the process and input objectives were met. The process and input objectives that were not met, however, were in the areas of parent volunteers in the classrooms to assist teachers and curriculum development. A definite area that needs attention is the training of teachers to use teacher aides effectively in the classroom. Teachers and teacher aides also need to plan together on a regular basis. The input objectives relating to curriculum development were not met even though this was an area very important to the project.

Bilingual education in the Austin Independent School District is definitely filling a great need as indicated by the needs assessment for the ESAA 1974-1975 proposal. Results from this year's evaluation support the view that students in bilingual education learn more Spanish than students who are not in bilingual classes, and they also learn as much English.

II

DECISION QUESTIONS

One of the most important services, or even the most important service that the Office of Research and Evaluation can provide to the District is to give to those persons in decision making positions the necessary data from which intelligent and prudent decisions can be made. Because of the nature of federal funds some decisions have already been made. In this chapter, decision questions will be stated, recommendations made and supportive evidence discussed as an available basis for future decisions and the planning of future bilingual education efforts. Some of these questions and recommendations encompass all of bilingaul education in the District; therefore, identical recommendations and supportive data may appear here as in the Final Evaluation Report for ESEA Title VII.

SYSTEM LEVEL DECISION QUESTIONS

QUESTION 1:

Should bilingual education be continued in the Austin Independent School District?

RECOMMENDATION:

Bilingual education should be continued in the Austin Independent School District.

SUPPORTIVE DATA:

The needs assessment for the 1975-76 application for funding under the ESAA Bilingual/Bicultural Project clearly shows needs which the bilingual project is addressing. Interviews with parents and principals show much support for bilingual education. Even though bilingual education is relatively new in the Austin Independent School District, some positive effects have been shown by the evaluation of both the ESAA Bilingual/Bicultural Project and the ESEA Title VII Project in the areas of parent attitudes as well as student cognitive and affective growth.

QUESTION 2:

Who should be included in the Austin Independent School District bilingual program?

RECOMMENDATION:

All students who are Spanish dominant and all other students whose parents desire bilingual education for them.

QUESTION 2:

What directions should the area of curriculum development take in the bilingual project?

RECOMMENDATION:

The project staff should emphasize that curriculum development in the project concentrate in those special areas that are not provided by the books and materials purchased for the project or adapt already available curriculum to local needs.

SUPPORTIVE DATA:

The difficulty the project encountered this year was that the curriculum writer hired had no previous experience in elementary education. A lot of the budget was spent on xeroxing on already available materials and not too much time was spent in writing curriculum.

QUESTION 3:

Staff development is a very important component of the bilingual program, what emphasis should it be given by the project staff?

RECOMMENDATION:

Staff development efforts should emphasize the acquisition of new teaching competencies that inservice teachers are interested in acquring and those program staff recommend for teachers in a bilingual program.

SUPPORTIVE DATA:

Some of the highest rated workshop sessions this year concerned specific classroom techniques and instructional approaches and their related teaching competencies. Another area that staff development may consider is giving the teachers a sound philosoplical base for bilingual education along with practical suggestions as to how better implement it in the classroom.

QUESTION 4:

What should be the role of supervision in the project classrooms?

RECOMMENDATION:

Supervision of project teachers should be purposive in the sense that it should enhance the abilities of all program educational personnel to increase their competencies as related to their roles as bilingual educators through non-threatening counseling/supervision approaches.

SUPPORTIVE DATA:

The policy on bilingual education adopted by the School Board in 1974 provides that all students who are Spanish dominant in grades K-3 receive instruction bilingually.

QUESTION 3:

How is the bilingual program in the Austin Independent School District to be financed?

RECOMMENDATION:

All three available funding sources, local, state and federal should be tapped.

SUPPORTIVE DATA:

All three sources of funding should be tapped because the need for bilingual education is found in many campuses throughout the District. The reason that local, state, and federal monies should be utilized is because some of the federal guidelines are accompanied by restrictive guidelines regarding the student eligibility. Therefore, the full needs of the Austin Independent School District can only be met through local funding supplementing the campuses and/or activities not provided for under federal governmental assistance.

PROGRAM LEVEL DECISION QUESTIONS

QUESTION 4:

Should the sixth grade bilingual program at Martin and Allan Junior High Schools be included in the 1975-1976 ESAA Bilingual/Bicultural Project?

RECOMMENDATION:

The bilingual program at Allan and Martin should be kept.

SUPPORTIVE DATA:

If the bilingual program is to have any continuity, it should include Allan and Martin. However, in order to have a viable program at these two schools, certain changes need to take place. The existence of the bilingual program at these two schools for the last two years has been rather questionable. One of the major problems has been that of scheduling. Unlike the sixth grade centers, Allan and Martin are, strictly speaking, junior high schools and are scheduled in that manner. The sixth grade students in the bilingual program have suffered because of this type of scheduling. An area that also needs clarification is the use and availability of materials. Someone at each campus needs to be identified as a contact person by the program staff in order to make available materials to the teachers and students of the project.

SUPPORTIVE DATA:

Even though classrooms were regularly visited, a stated purpose for each visit and more structure to these observations by the instructional supervision would be beneficial. A supervision program of this nature would facilitate the growth of project teachers through non-threatening, non-evaluative procedures. This type of supervision allows the classroom teacher and supervisor to collaboratively establish a set of formative evaluation procedures which have the potential to promote professional growth with regard to specified competencies and personal growth as well.

QUESTION 5:

What should evaluation address itself to in the bilingual project?

RECOMMENDATION:

The evaluation of the project should direct itself to specific decision questions generated by the project staff. This evaluation should be conducted using standardized research methodology whenever possible.

SUPPORTIVE DATA:

Evaluation is most useful when it provides data to decision makers to make critical decisions that will affect the future or the direction of a program. This data needs to be reliable and dependable and for this reason strict standardized research methodology should be followed whenever possible.

QUESTION 6:

What staffing patterns seem to be the most effective in the bilingual program?

RECOMMENDATION:

Teaming the bilingual and monolingual teachers with the support of a teacher aide is recommended. Oral Spanish can be taught effectively by a resource aide working with monolingual teachers.

SUPPORTIVE DATA:

Students in the classrooms where a bilingual teacher and a monolingual teacher teamed consistently scored higher in Spanish and English on tests than students in a self-contained monolingual classroom.

QUESTION 7:

Should the position of parental involvement specialist be refunded next year?

RECOMMENDATION:

The parental involvement specialist position should not be refunded next year.

SUPPORTIVE DATA:

The principals felt that the community representatives should be under their direction and that the parental involvement coordinator should be a resource person to them. Considering the cost for this position and the fact that ESAA has only four community representatives a parental involvement coordinator cannot be justified. This responsibilty could be assumed by the campus bilingual specialists that are included in the 1975-1976 ESAA proposal. Furthermore, the community representatives stated in their interviews that 65% of the time they are self-directed and do not depend on the coordinator to tell them what to do.

QUESTION 8:

Should the Spanish Criterion Referenced Test (SpCRT) be continued to be used by the project?

RECOMMENDATION:

The Spanish Criterion Referenced Test should be used by teachers as a diagnostic instrument. The SpCRT does provide a useful diagnostic tool whose use should be encouraged. On the other hand, the inconsistency with which the SpCRT was administered and scored and the non-use of the student profiles by many teachers makes its value as an evaluation instrument rather doubtful.

Additional inservice training on the administration and use of the SpCRT would probably not be beneficial since the topic was covered during the summer workshop and was a topic of a workshop conducted in September. What is necessary is a commitment on the part of the teachers to use the SpCRT.

III
PROJECT DESCRIPTION

Program

The 1974-1975 ESAA Bilingual/Bicultural Project in the Austin Independent School District was funded from July 1, 1974 through June 30, 1975 for a total budget of $271,530.00. The purpose of ESAA is to provide resources for the elimination of racial isolation in school districts under a desegregation order by a federal court. A portion of the available funds are designated for the elimination of isolation of minority students whose primary language is other than English by providing instruction in their primary language and by emphasizing the contributions of their culture.

Austin's ESAA Bilingual/Bicultural Project was designed to establish a comprehensive program of bilingual education in Spanish and English in schools with the highest concentration of Spanish dominant Mexican American students.

Six schools participated:

Allison Elementary (K-5)
Govalle Elementary (K-5)
Metz Elementary (K-5)
Palm Elementary (K-5)
Allan Junior High (6)
Martin Junior High (6)

The number of students participating in the ESAA Bilingual/Bicultural Project was 1400. Table III.1 breaks out the project students by ethnic group. Table III.2 yields project totals these figures are based on the 1974-1975 enrollment.

The project funded six and a half professional staff positions, three secretarial positions, twenty teacher aide positions, and four community representatives.

The major components of the project were Instruction, Staff Development, Curriculum Development, Parental Involvement, and Evaluation.

The Bilingual Education Model adapted for the ESAA Bilingual/Bicultural Project is described as an Instructional program encompassing the total educational process in which two languages, English and Spanish, are used for a portion of all the curriculum. The amount of time and the treatment accorded to each of the languages in both content areas and language instruction is commensurate with the individual needs of students. Inherent in the program of bilingual instruction is the teaching of the cultural heritage of the people whose languages are used and of their contributions to the community, the state, and the country.

For students whose first language is other than English, the teaching of concepts, content information, and attitudes and relationships is undertaken entirely in the first language until sufficient facility is achieved in the use of both languages.

The Austin Independent School District Bilingual Education Instructional Model adheres to the Statewide Design for Bilingual Education adopted by the State Board of Education and the Austin Independent School District School Board Policy on Bilingual/Multicultural Education.

Evaluation

The evaluation design for the ESAA Bilingual/Bicultural Project was based on Austin Independent School District's C.I.P.O. evaluation model (C= content, I=inputs, P=processes, and O=outcomes). All of the objectives outlined here were developed by the ESAA Bilingual/Bicultural Project as an expansion of the objectives and evaluation activities described in the proposal approved by the Office of Education. This design reflects both formative and summative evaluation. Formative evaluation reports were issued upon the completion of major events within the project.

Summative Evaluation

Summative evaluation focused upon the student outcome objectives for the project. Table III.3 on the following page presents the standardized instruments being used, students being tested, dates of testing, and all programs in Austin Independent School District participating in the testing. In all cases where resources permitted, testing was conducted by staff from the Office of Research and Evaluation. Teachers and aides administered other instruments.

Table III.1

Ethnic Composition of the AISD ESAA Bilingual/Bicultural Project
1974-1975

School	Mexican American in bilingual classes	% of total Mexican American enrollment that received bilingual Education	Blacks in Bilingual Education	% total Black enrollment that received bilingual Education	Anglos in Bilingual Education	% of total Anglo enrollment that received bilingual Education
Allison (K-5)	390	64 %	35	29 %	5	15 %
Govalle (K-5)	290	55 %	49	28 %	7	18 %
Metz (K-5)	282	50 %	1	33 %	0	0.00 %
Palm (K-5)	266	67 %	1	33 %	4	44 %
Allan Junior High (6)	74	53 %	34	49 %	4	50 %
Martin Junior High (6)	98	27 %	7	19 %	2	13%

Table III.2

Project Wide Ethnic Composition of Students

Number of Mexican American (Percentage)	Number of Blacks (Percentage)	Number of Anglos (Percentage)
2620 (83%)	406 (15%)	114 (4%)

Table III.3 Testing Program

SCHOOLS: Group A - Allison, Govalle, Metz, Palm, Ortega,-Brooke, Becker, Dawson, Ridgetop, Zavala
Group B - Reilly, Brown, Maplewood, Rosedale
Group C - Martin, Allan, Baker, Joslin, Webb, Travis Heights, Read, Blanton

Instrument	Students			Test Dates	Program
	Schools	Grades	Sample		
California Achievement Test-Reading	A	2-5	100%	Oct., 74	T1, T7, B/B, PA, IGE AISD
California Achievement Test-Reading & Math.	A,C	2-4-6	100%	Feb., 75	T1, T7, B/B, PA, IGE AISD
California Achievement Test-Reading	A	3-5	100%	Apr., 75	T1, T7, B/B, PA, IGE
Piers-Harris Self-Concept Test	A	3-4	50% (Ridgetop Dawson only Bil. classes)	Nov., 74 May, 75	T1, T7, B/B, PA, IGE
School Sentiment Index	A	3-4	50% (Ridgetop Dawson only Bil. classes)	Nov., 74 May, 75	T1, T7, B/B, PA, IGE
Primary Self-Concept Test	A,B A,B	K K	8 per class	Nov., 74 May, 75	T1, T7, B/B, PA, IGE
Boehm Test of Basic Concepts	A,B	K	100%	Sept./74 Feb. /75	T1, T7, B/B, PA, ICE
James or PAL Lang. Dom. Test	A,B	K,1	100%	Sept./74	T7, B/B, AISD
James or PAL Lang. Dom. Test	A,B	K,1	All Sp. Dominant All bil. 1/4 Eng. Dominant	May, /74	T7, B/B
Spanish Criterion Ref. Test	A,B	K-5	Bilingual classes	Oct. /74	T7, B/B
Spanish Criterion Ref. Test	A,B	K-5	1/3 of ea. bil. class	Oct./74	T7, B/B
Inter-American Series	A	1-5	1/3 of ea. bil. class	May,/74	T7, B/B

KEY: T1 = Title I
T7 = Title VII
B/B= ESAA Bil./Bic.
PA = Project Assist (ESAA)
IGE = Individually Gudied Education
AISD = District Testing Program

IV
CONTEXT

The context is defined in the Austin Independent School District's evaluation model as that portion of the program situation over which a program has no control. The context of the ESAA Bilingual/Bicultural Project is described here so that all data, conclusions, and recommendations which follow may be considered in relation to all non-project variables existing simultaneously with project influences.

Demographic Data

Tables IV.1 and IV.1a present the general demographic data for the six Project schools. All schools are below district averages for mean family income and above average for percentage of minority group students enrolled.

Achievement Data

Student achievement entry levels in 1974-1975 for Project elementary schools were lower than the district median and the national norm for all schools. The project was operating in a context where low achievement levels were common.

School Personnel

Table IV.2 and IV. 2a break down the professional staff in each Project school by ethnic group. Generally, these faculties consist of a larger percentage of minority group members than the district as a whole. The percentage of minority group faculty members is, however, lower than the percentage of minority group students enrolled in Project schools.

Pupil Teacher Ratio

The Austin Independent School District reduced pupil teacher ratio in low income schools in 1973. Therefore, the ratio for project schools in the 1974-1975 school year was about 22.7 to 1 as compared to the district average of 25.7 to 1 and the higher income schools average of 27 to 1.

Other Special Projects

The schools designated as project schools for ESAA also qualify under the guidelines for other special programs. As a result, students receive multiple special treatments, faculties are trained by multiple project staffs, and principals are required to manage the implementation of multiple programs. The District also funds pilot projects for special purposes in some of the ESAA schools.

The end result is that schools are under pressure to meet the requirements of the standard curriculum while undergoing change instituted by these special programs. The overlap of these effects also masks program effects. What student outcomes can be attributed to which treatments or combination of treatments is in most cases impossible to determine. Therefore, the same data reported here may be reported elsewhere to show the effects of another program.

Local Bilingual Program

In 1970, each of the Project elementary schools began a locally funded Bilingual Program. This program provided minimal staff training and resources, but did involve students in grades K-2 previous to the ESAA Bilingual/Bicultural Project in some form of Spanish instruction.

Overall, Bilingual/Bicultural Project Schools are not representative of the Austin Independent School District as a whole. Project schools are characterized by a large Mexican Amercian population, low family incomes, larger than average families, and lower than average standardized achievement test scores.

This year has been the second program year of the ESAA Bilingual/ Bicultural Project in the Austin Independent School District. These schools in the project now have many materials that have been ordered the last two years and are familiar with the project and its objectives.

The state of Texas has funded a bilingual program in the Austin Independent School District called Senate Bill 121. The influence of this program in the project schools has been minimal, if any, since the Senate Bill 121 schools are not the same as the identified ESAA schools.

Title VII Bilingual program was established in sixteen schools in the Austin Independent School District. This was the first year of the project. Again, these schools are different from the ESAA schools. With so many schools in a bilingual program, this could have raised the level of awareness in the school community at large of the bilingual program in the schools.

Table IV. 1

Enrollment 1973-1974

School	Enrollment	Mexican American	Black	Other	Low Income
Allison	759	80%	17%	3%	76%
Govalle	798	69%	24%	7%	79%
Metz	592	98%	1%	1%	79%
Palm	468	98%	1%	1%	82%
Allan	1334	68%	29%	3%	89%
Martin	777	90%	9%	1%	84%
District	58,332	21%	15%	64%	23%

Table IV. 1a

Enrollment 1974-1975

School	Enrollment	Mexican American	Black	Other	Low Income
Allison	767	80%	16%	4%	83%
Govalle	739	71%	23%	67%	87%
Metz	589	98%	1%	1%	83%
Palm	409	97%	1%	2%	90%
Allan	1020	67%	30%	3%	63%
Martin	886	90%	6%	4%	58%
District	58,457	22%	15%	63%	26%

Table IV. 2

Ethnic Composition of Faculties 1973-1974

School	Mexican American	Black	Other	Total
Allison	19%	21%	60%	42
Govalle	33%	19%	48%	52
Metz	33%	15%	52%	40
Palm	23%	20%	57%	30
Allan	17%	17%	66%	42
Martin	21%	8%	71%	51
District	6%	14%	80%	3,055

Table IV. 2a

Ethnic Composition of Faculties 1974-1975

School	Mexican American	Black	Other	Total
Allison (5)	25.6 %	12.5 %	61.5%	39
Govalle (5)	34.2 %	23.7 %	42.1%	38
Metz (5)	41.9 %	16.1 %	41.9%	31
Palm (5)	30.4 %	13 %	56.5%	23
Allan (6)	27.3 %	18.2 %	54.5%	11
Martin (6)	12.5 %	12.5 %	75%	16
District	7.2 %	13.3 %	79.3%	2758

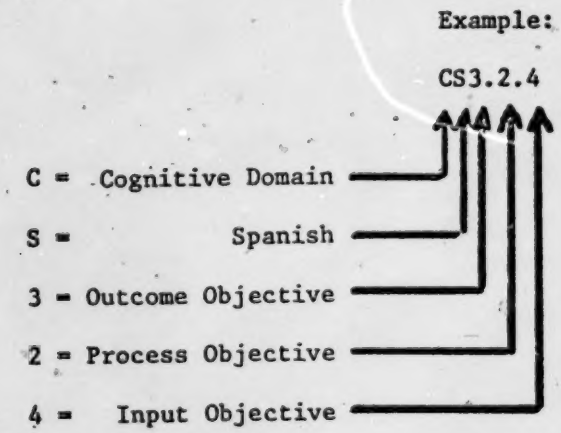
V
OBJECTIVES

This chapter investigates the stated objectives of the 74-75 ESAA Bilingual Project. These objectives were derived from the outline for the project's evaluation as it appeared in the proposal approved by the Office of Education. The evaluation design was briefly described in Chapter III showing the relationships among the three levels of objectives. These levels are inputs, processes, and outcomes as defined in the Austin Independent School District's CIPO Evaluation Model.

On the following pages, each objective appears in its complete form, the level of attainment is stated, and the evidence used to determine the level of attainment is discussed.

References are made frequently to more detailed descriptions of the data summarized here. Parallel to this Final Evaluation Report is a Final Technical Report which contains the more statistical and detailed treatments of the data collected. The appendices referred to in this chapter are appendices to this Final Technical Report, a copy of which is on file in the Office of Research and Evaluation.

The numbering of the objectives follows this format. The first letter refers to either the cognitive (C) or the affective (A) domain. The second letter designates the language addressed by the objective, either Spanish (S) or English (E). The first number identifies the outcome objective, the second identifies the related process objective, and the third identifies the related input objective.



All the outcome objectives are presented first, then process objectives, and then input objectives.

SUMMARY OF OBJECTIVES

ESAA Bilingual/Bicultural Project

This table summarizes the objectives and their attainment. Although the level of attainment of some objectives was difficult to categorize as either adequate or inadequate, a determination was made by the project evaluator in order to assist the District in decision making concerning the project. Objectives met are typed in all capital letters. Objectives not met are typed in lower case letters. Objectives not measured are typed in parentheses.

A full listing of these objectives and the evidence on which the levels of attainment were based is included in this report. The descriptors used here for each objective also appear on the listings of the detailed objectives.

ALL CAPITAL LETTERS	=	OBJECTIVE MET
all lower case letters	=	objective not met
(Parentheses)	=	Objective Not Measured

SUMMARY OF OBJECTIVES

Area	Outcomes	Processes	Inputs
Spanish Cognitive	BASIC CONCEPTS	SPANISH INSTRUCTION	SUMMER STAFF TRAINING
			ON-GOING STAFF TRAINING
			BILINGUAL AIDE
			parent volunteers
			MATERIALS
			SUPERVISION
	LANGUAGE PROFICIENCY	LISTENING/SPEAKING	SUMMER STAFF TRAINING
			on-going training
			BILINGUAL AIDES
			MATERIALS
			parent volunteers
			SUPERVISION
	reading skills	DOMINANT LANGUAGE INSTRUCTION	DOMINANCE TESTING
			SUMMER STAFF TRAINING
			AIDE TRAINING
			SUPERVISION
		READING/WRITING	MATERIALS
			SUMMER STAFF TRAINING
			on-going training
			MATERIALS
			SUPERVISION
			parent volunteers
			BILINGUAL AIDE
		GROUPING/ INDIVIDUALIZATION	SPANISH CRT
			SUMMER STAFF TRAINING
			ON-GOING STAFF TRAINING
			SUPERVISION

SUMMARY OF OBJECTIVES

Area	Outcomes	Processes	Inputs
Spanish Cognitive Continued	READING SKILLS CONTINUED	BILINGUAL TEACHERS	TEAM TEACHING
		use of aide	planning with teacher
			BILINGUAL AIDE
			summer staff training
			on-going training
		parent volunteers	scheduling volunteers
		local units	curriculum listings
			curriculum development
			curriculum development
English Cognitive	BASIC CONCEPTS	LISTENING/SPEAKING	SUMMER STAFF TRAINING
			on-going staff training
			BILINGUAL AIDE
			parent volunteer
			MATERIALS
			SUPERVISION
			SUMMER STAFF TRAINING
			on-going staff training
			BILINGUAL AIDE
			MATERIALS
			parent volunteers
			SUPERVISION
	READING SKILLS	DOMINANT LANGUAGE INSTRUCTION	DOMINANCE TESTING
			SUMMER STAFF TRAINING
			AIDE TRAINING
			SUPERVISION
			MATERIALS
		reading/writing	SUMMER STAFF TRAINING

SUMMARY OF OBJECTIVES

Area	Outcomes	Processes	Inputs
		READING/WRITING CONTINUED	on-going staff training
			MATERIALS
			SUPERVISION
			parent volunteers
			BILINGUAL AIDE
Affective	high self concept	CULTRUAL REFERENCES	SUMMER STAFF TRAINING
			ON-GOING STAFF TRAINING
			BILINGUAL AIDE
			MATERIALS
			curriculum development
			parent volunteers
			SUPERVISION
	attitude toward school	ALL OTHER PROCESSES	ALL OTHER INPUTS

OUTCOME OBJECTIVES

OBJECTIVE CS1: BASIC CONCEPTS

Spanish dominant K students receiving instruction in Spanish will achieve the midyear socioeconomic norm when tested for basic concepts on the Boehm Test of Basic Concepts (Spanish edition) in February, 1975.

LEVEL OF ATTAINMENT: ACHIEVED

The mean scores for the four ESAA Bilingual/Bicultural scores was 35.64. This exceeds the midyear socioeconomic norm.

EVIDENCE:

All K students in project schools were tested with the Boehm Test of Basic Concepts in February, 1975. The mean score for all project students combined was 35.64. This exceeds the desired midyear socieconomic norm of 35.3. On an individual school basis, two of the schools met the objective and two did not. Appendix J describes the results in detail.

OBJECTIVE CS2: LANGUAGE PROFICIENCY

K and 1 students who initially score below 50% in Spanish oral language proficiency (September, 1974) on the James or PAL Language dominance test and who receive Spanish as a Second Language (SSL) or Spanish as a First Language (SFL) instruction will demonstrate a significant gain ($p < .05$) on a posttest, April, 1975.

LEVEL OF ATTAINMENT: ACHIEVED

The gains in Spanish language proficiency for project students was significant at the .05 level of confidence.

EVIDENCE

Appendix K describes this testing and presents the results in more detail. Significant gains were recorded in Spanish language proficiency for project students who are Spanish dominant, bilingual or English dominant.

OBJECTIVE CS3: READING SKILLS

a. At least 60% of the project students receiving instruction in Spanish communication skills will demonstrate a significant gain in Spanish communication skills from pretest date (fall, 1974) to posttest date (spring, 1975) as measured by the A.I.S.D. Spanish Reading Criterion Referenced Test (SpCRT). A significant gain will be defined as the meeting of 75% of the objectives identified for each student's prescribed instructional level.

b. Spanish dominant students, K-1, will demonstrate an increase in Spanish pre-reading and reading skills as indicated by a significantly higher number of student's ($p < .05$) passing at least 50% of the objectives identified for each instructional level on the Spanish Criterion Referenced Test (SpCRT) posttest (spring, 1975) than on the pretest (fall, 1974).

c. English and Spanish dominant students receiving instruction in Spanish reading, 2-5, will demonstrate an increase in Spanish reading skills as indicated by a significantly higher number of student's ($p < .05$) passing at least 50% of the objectives identified for each instructional level on the SpCRT posttest (spring, 1975) than on the pretest (fall, 1974).

d. Students tested in the spring of 1974 on the Interamerican Series Pruebas in Spanish, will demonstrate a significant increase ($p < .05$) in Spanish skills on a posttest in the spring of 1975.

LEVEL OF ATTAINMENT: NOT ACHIEVED

a. Overall 60% of the project students met 75% of the objectives at their instructional level at levels A, C, and D, but not at level B of the SpCRT. Levels E and F had too few students tested to measure.

b. Over 50% of the objectives showed significant gains by K and 1 students in levels A, B, and C.

c. Over 50% of the objectives showed significant gains by 2-5 students on level C. Levels E and F had too few students tested to measure. Level D did not have significant gains evident.

d. In comparing this years results from last years data, there are no consist gains or losses among the schools. Of the four grade levels tested in the four scores, nine mean increased and seven means decreased from pre to post testing.

EVIDENCE:

Appendix R reports the results of the SpCRT testing.

a. When results were analyzed to determine the percentage of project students who passed from one instructional level to another, the overall percentage was over 60%.

b. K and 1 students were identified at levels A, B, and C of the SpCRT. On all three of these levles there were significant gains made on 50% or more of the individual objectives.

c. 2-5 students were identified at levels C, D, and E. Level C is the only level where there were significant gains of on at least 50% of the individual objectives. On level D there significant gains on fewer than 50% of the objectives. Level E had too few students passing to measure.

d. Students in project schools were testing in the Spring of 1974. A random selection of students took the Pruebas in the Spring of 1975.

OBJECTIVE CE1: BASIC CONCEPTS

English dominant K students receiving instruction in English will achieve the midyear socioeconomic norm when tested for basic concepts on the Boehm Test of Basic Concepts (English editon) in February, 1975.

LEVEL OF ATTAINMENT:

The mean scores for the four ESAA Bilingual/Bicultural scores was 35.64. This exceeds the midyear socioeconomic norm.

EVIDENCE: ACHIEVED

All K students in project schools were tested with the Boehm Test of Basic Concepts in February, 1975. The mean score for all project students combined was 35.64. This exceeds the desired midyear socieconomic norm of 35.3. On an individual school basis two met the objective and two of them did not. Appendix J described the results in detail.

OBJECTIVE CE2: LANGUAGE PROFICIENCY

K and 1 students who initially score below 50% in English oral language proficiency (September, 1974) on the James or PAL language dominance test and who receive English as a Second Language (ESL) or English as a First Language (EFL) instruction will demonstrate a significant ($p < .05$) gain on a posttest, April, 1975.

LEVEL OF ATTAINMENT: ACHIEVED

The gains in English language proficiency for project students were significant at the .05 level of confidence.

EVIDENCE:

Appendix K described this testing and presents the results in more detail. Significant gains were recorded in English language proficiency for project students who are English dominant, bilingual or Spanish dominant.

OBJECTIVE CE3: READING SKILLS

At least 60% of the project students receiving instruction in English communication skills will demonstrate a significant gain in English communication skills as indicated by an increase of at least .6 month per month of instruction from pretest (fall, 1974) to posttest date (spring, 1975) as measured by the California Achievement Test's Reading Subtest.

LEVEL OF ATTAINMENT: ACHIEVED

For students pre and post tested, the percentage showing a gain of at least .6 per month are:

63% of second grade students in bilingual classes.
80% of second grade students in team classes.
67% of fourth grade students in bilingual classes.
66% of fourth grade students in team classes.

EVIDENCE:

Second and fourth grade students were pretested in October, 1974 and posttested in February, 1975. The gains made for project bilingual and team classrooms were calculated to show the percentage of students reported above to have gained .6 month per month of instruction. The full results are reported in Appendix L.

OBJECTIVE CE4: MATH SKILLS

Students receiving math instruction in English, 2 and 4, will demonstrate a significant increase ($p < .05$) in math skills as measured by the Math Subtest of the California Achievement Test when fall, 1974 mean scores are compared to spring, 1975 mean scores in project schools.

LEVEL OF ATTAINMENT:

This objective was not measured.

EVIDENCE:

Project students took the Math subtest only once during the school year, therefore, gains cannot be calculated until they are retested in the 1975-1976 school year.

OBJECTIVE A1: HIGH SELF CONCEPT

Students in project classrooms (K, 3, and 4) will demonstrate significantly ($p < .05$) more positive self-concepts in the Spring, 1975 than in the fall, 1974. Tests used will be the Primary Self Concept (K) and the Piers-Harris Self-Concept Scale (3 and 4).

LEVEL OF ATTAINMENT: NOT ACHIEVED

K students showed a significant gain in their self concepts beyond the .05 level of confidence. Third and fourth grade students scores showed no significant change.

EVIDENCE:

K students were randomly sampled in the fall to take the PSC. These students were retested in the spring. There was a change in their scores significant beyond the .05 level of confidence. (see Appendix O).
Third and fourth grade students were pre and post tested on the PH-SC. Their scores showed no significant change.

OBJECTIVE A2: ATTITUDE TOWARD SCHOOL

Students in project classrooms (3 and 4) will show a significant increase ($p < .05$) in positive attitudes toward school from pre-test date (October, 1974) to posttest date (April, 1975), as measured by the School Sentiment Index.

LEVEL OF ATTAINMENT: NOT ACHIEVED

Third and fourth grade project students showed no significant change in their attitudes toward school.

EVIDENCE:

Third and fourth grade students were administered the School Sentiment Index in the fall and again in the spring. Their scores showed no significant change.

PROCESS OBJECTIVES

OBJECTIVE CS1.1: SPANISH INSTRUCTION

Spanish dominant K students will receive the majority of instruction in basic concepts in Spanish.

When asked to indicate the language in which each student receives the most instruction, K teachers will indicate Spanish for 95% of the students identified by them as Spanish dominant.

LEVEL OF ATTAINMENT: ACHIEVED

This objective was not directly measured.

EVIDENCE:

When teacher were asked what part of their time was spent in teaching in Spanish, they reported at least one quarter of their time was spent teaching in Spanish. In the teacher aide interview, the aides said that 46% of their time is spent in instructional reinforcement and that 51% of their instructional time is conducted in Spanish.

OBJECTIVE CS2.1: LISTENING/SPEAKING

All students, K-5, will engage in weekly listening and speaking activities in Spanish. When asked how frequently students engage in listening and speaking activities in Spanish, bilingual teachers well respond with "weekly" or more frequently.

LEVEL OF ATTAINMENT: ACHIEVED

The percentage of teachers responding "weekly" or more frequently was.

100% For Listening Activities
100% For Speaking Activities

EVIDENCE:

Responses to the fall Teacher Questionnaire indicate that the teachers responding (N=29) indicated that their students were engaged in listening and speaking activities on a daily basis. (see Appendix H)

OBJECTIVE CS3.1: DOMINANT LANGUAGE INSTRUCTION

Initial reading instruction for the Spanish dominant student will be in Spanish.

When asked to indicate the language in which each student receives initial reading instruction, K and 1 teachers will indicate Spanish for 95% of the students identified by them as Spanish dominant.

LEVEL OF ATTAINMENT:

This objective was not directly measured

EVIDENCE: ACHIEVED

When teachers were asked what part of the their time was spent in teaching in Spanish, they reported at least one quarter of their time was spent teaching in Spanish. In the teacher aide interview, the aides said that 46% of their time is spent in instructional reinforcement and that 51% of their instructional time is conducted in Spanish.

OBJECTIVE CS3.2: READING/WRITING

English dominant students will receive weekly Spanish reading and writing instruction after they have demonstrated reading skills in English and reading in Spanish. When asked whether each student is ready to read in Spanish and then which ones are receiving reading instruction in Spanish, 95% of those identified as ready to read will be receiving reading instruction in Spanish.

LEVEL OF ATTAINMENT: ACHIEVED

This objective was not directly measured.

EVIDENCE:

When the team teachers were asked what part of their time was spent in teaching in English, they reported that at least one half of their time was spent teaching English. In the teacher aide interview, the aides said that 46% of their time is spent in instructional reinforcement and 49% of their instructional time is conducted in English.

OBJECTIVE CS3.3: GROUPING/INDIVIDUALIZATION

Grouping and/or individualizing within classrooms will be on the basis of SpCRT profiles, language dominance tests, other diagnostic tests, past performance, etc., and instruction will be planned according to the corresponding needs identified. When asked to describe the basis used for grouping and/or individualization, 90% of the teachers will mention one or more of the methods above.

LEVEL OF ATTAINMENT: ACHIEVED

One hundred percent of the project teachers answering the Teacher Questionnaire reported grouping students for Spanish instruction on at least one acceptable basis.

EVIDENCE:

In the Teacher Questionnaire, project teachers were asked what basis they used for grouping students for Spanish or English instruction. All teachers answering the questionnaire named at least one of the bases acceptable for this objective and most named more than one. (see Appendix H)

OBJECTIVE CS3.4: BILINGUAL TEACHERS

All project students will receive at least part of their instruction from a qualified bilingaul teacher. "Qualified" will be defined as:

1. Having an elementary teaching certificate.

2. Being bilingual in Spanish/English, endorsed by the Texas Education Agency.

LEVEL OF ATTAINMENT: ACHIEVED

1. 100% of the bilingual teachers in the Austin Independent School District have an elementary teaching certificate.

2. Bilingual endorsement by the Texas Education Agency is presently in progress and is not completed at this time.

EVIDENCE:

1. Personnel records of the Austin Independent School District indicate that all teachers teaching in project schools have an elementary teaching certificate.

2. The Public School Committee for Bilingual Education Endorsement is presently certifying teachers in bilingual education. No complete lists of endorsed teachers are available at this time.

OBJECTIVE CS3.5: USE OF AIDE

All bilingual aides will work in cooperation with teachers in planning and providing instructional reinforcement for Spanish reading.

a. When asked what percentage of time the aide spends on instructional reinforcement of Spanish reading, teachers will respond with an average of 25%.

b. When asked what percentage of time they spend on instructional reinforcement of Spanish reading, the aides will respond with an average of 25%.

LEVEL OF ATTAINMENT: NOT ACHIEVED

a. This objective was not directly measured.

b. This objective was not measured directly.

EVIDENCE:

a. Teachers responded that the aides spent more than thirty percent of their time in instructional reinforcement. Teachers also indicated that at least one quarter of their time is spent in teaching in Spanish.

b. The mean response of all teacher aides during their interview indicated that 51% of their instructional time was conducted in Spanish. (see Appendix D) and that 50% of their instructional time is spent in reading.

EVIDENCE:

a. Teachers responded that the aides spent more than thirty percent of their time in instructional reinforcement. Teachers also indicated that at least one quarter of their time is spent in teaching in Spanish.

OBJECTIVE CS3.6: PARENT VOLUNTEERS

Parent volunteers will work in cooperation with teachers and aides to alleviate teacher load, to facilitate small group activities, and to facilitate individualization. Monthly records of parental volunteer activities will show at least one parent per class per month engaged in in-school activities.

LEVEL OF ATTAINMENT: NOT ACHIEVED

An average of 1 student per class was represented in a school activity each month. However, the majority of the parents engaged in conferences, material prepraration, and field trips.

EVIDENCE:

Forms for recording the participation of parents in school activities were distributed to all project classrooms. In February, 1975 an analysis of these forms showed that 20% of the project students had been represented by at least one parent in a school activity. This averages out to about one parent in a school activity per classroom per month.

OBJECTIVE CS3.7: LOCAL CURRICULUM UNITS

Units developed/adapted by the curriculum writer will be taught as designed in project classrooms.

a. By the end of the project year (May, 1975), each bilingual teacher will have implemented at least one instructional unit* from material identified, adapted, and provided by the curriculum writer.

b. By the end of the project year (May, 1975), each bilingual teacher will have implemented at least one instructional unit* developed by the curriculum writer.

LEVEL OF ATTAINMENT: NOT ACHIEVED

a. The curriculum writer provided the project teachers with thirty-six units during the project year.

b. The curriculum writer distributed a unit she developed to each of the project teachers a curriculum unit on "El Dia De La Raza" (in October, 1974). No check on the use of this unit was made.

EVIDENCE:

The curriculum writer maintained records to document the delivery to classrooms of each of the adapted units. A total of 37 units were distributed.

OBJECTIVE CE1.1: ENGLISH INSTRUCTION

English dominant K students will receive the majority of instruction in basic concepts in English.

When asked to indicate the language in which each student receives the most instruction, K teachers will indicate English for 95% of the instruction, K teachers will indicate English for 95% of the students identified by them as English Dominant.

LEVEL OF ATTAINMENT: ACHIEVED

This objective was not directly measured.

EVIDENCE:

When teachers were asked what part of their time was spent in teaching English, they reported at least one half of their time was spent teaching in English. In the teacher aide interview, the aides said that 46% of their time was spent in instructional reinforcement and that 49% of their time is conducted in English.

OBJECTIVE CE2.1: LISTENING/SPEAKING

All students, K-5, will engage in weekly listening and speaking activities in English. When asked how frequently students engage in listening and speaking activities in English, bilingual teachers will respond with "weekly" or more frequently.

LEVEL OF ATTAINMENT: ACHIEVED

The percentage of teachers responding "weekly" or more frequently was -

100% For Listening Activities
100% For Speaking Activities

EVIDENCE:

Responses to the fall Teacher Questionnaire indicate that the teacher responding indicate that their students were engaged in listening and speaking activities on a daily basis.

OBJECTIVE CE3.1: DOMINANT LANGUAGE INSTRUCTION

Initial reading instruction for the English dominant students will be in English.

When asked to indicate the language in which each student receives initial reading instruction, K and 1 teachers will indicate English for 95% of the students identified by them as English dominant.

LEVEL OF ATTAINMENT: ACHIEVED

This objective was not directly measured.

EVIDENCE:

When teachers were asked what part of their time was spent in teaching English, they reported at least one half of their time was spent teaching in English. In the teacher aide interview, the aides said that 46% of their time was spent in instructional reinforcement and that 49% of their time is conducted in English.

OBJECTIVE CE3.2: READING/WRITING

Spanish dominant students will receive weekly English reading and writing instruction after they have demonstrated reading skills in Spanish and reading readiness in English. When asked whether each student is ready to read in English and then which ones are receiving reading instruction in English, 95% of those identified as ready to read will be receiving reading instruction in English.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This objective was not measured

OBJECTIVES CE3.3: GROUPING/INDIVIDUALIZATION

Grouping and/or individualization within classrooms will be on the basis of a combination of the SpCRT profiles, language dominance tests, other diagnostic tests, past performance, etc, and instruction will be planned according to the corresponding needs identified. When asked to describe the basis used for grouping and/or individualization, 90% of the teachers will mention one or more of the methods above.

LEVEL OF ATTAINMENT:

One hundred percent of the project teachers answering the Teacher Questionnaire (N=29, 53% of the teachers) reported grouping students for English instruction on at least one acceptable basis.

EVIDENCE: ACHIEVED

In the Teacher Questionnaire, project teachers were asked what basis they used for grouping students for Spanish or English instruction. All teachers answering the questionnaire named at least one of the bases acceptable for this objective and several named more than one. (see Appendix H)

OBJECTIVE CE3.4: BILINGUAL AIDES

All bilingual aides will work in cooperation with teachers in planning and providing instructional reinforcement.

a. When asked what percentage of time the aide spends on instructional reinforcement, teachers will respond with an average of 50%.

b. When asked what percentage of time they spend on instructional reinforcement, the aides will respond with an average of 50%.

c. During classroom observations, aides will be engaged in instructional reinforcement at least 50% of the time.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This objective was not directly measured.

EVIDENCE:

a. The responses to the Teacher Questionnaire revealed that 84% of the aides, 16 out of 19, spent more than 30% in instructional reinforcement. (see Appendix H)

b. The mean response of all teacher aides during the teacher aide interview indicated that 46% of their time was spent on instructional reinforcement. (see Appendix D)

OBJECTIVE CE3.5: PARENT VOLUNTEERS

Parent volunteers will work in cooperation with teachers and aides to alleviate teacher load, to facilitate small group activities, and to facilitate individualization. Monthly records of parental volunteer activities will show at least one parent per class per month engaged in in-school activities.

LEVEL OF ATTAINMENT: NOT ACHIEVED

Av average of 1 student per class was represented in a school activity each month. However, the majority of the parents engaged in conferences, material preparation, and field trips.

EVIDENCE:

Forms for recording the participation of parents in school activities were distributed to all project classrooms. In February, 1975 an analysis of these forms showed that 20% of the project students had been represented by at least one parent in a school activity. This averages out to about one parent in a school activity per classroom per month.

OBJECTIVE A1.1: CULTURAL REFERENCES

References to the cultures and home backgrounds of all students in project classrooms will be incorporated into classroom activities.

When asked how they incorporate the cultures and home backgrounds of their students into classroom activities, 80% of project teachers will mention at least two methods

LEVEL OF ATTAINMENT: NOT ACHIEVED

This objective was not measured directly.

EVIDENCE:

Teachers mentioned in the Teacher Questionnaire different ways the culture and home background of all students were incorporated into classroom activities. It was not documented if each teacher mentioned at least two methods.

OBJECTIVE A1.2:

All other process objectives stated in this evaluation design relate to this outcome objective.

OBJECTIVE A2.1:

All other process objectives stated in this evaluation design relate to this outcome objective.

OBJECTIVE A3.1:

All other process objectives stated in this evaluation design relate to this outcome objective.

INPUT OBJECTIVES

OBJECTIVE CS1.1.1: SUMMER STAFF TRAINING

Bilingual K teachers will receive training in Spanish instruction during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Twelve of the Summer Workshop sessions addressed Spanish instruction. The overall workshop mean was 4.3 out of 5.0.

EVIDENCE:

Summer Workshop sessions were documented and summarized (see Appendix A). Each participant completed a reaction form after each session. The mean responses given on the reaction forms for the twelve sessions related to Spanish instruction exceeded 3.5 out of 5.0 for 11 of the 12 sessions. Overall the mean response was 4.3.

OBJECTIVE CS1.1.2: ON-GOING STAFF TRAINING

Bilingual K teachers will receive inservice training in Spanish instruction during the 1974-1975 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Project teachers attended a full day workshop during which Spanish instruction was a major topic.

EVIDENCE:

Three separate workshops on diagnostic testing for Spanish reading were conducted by the bilingual staff for ESAA and Title VII bilingual teachers. Each teachers attended one of the sessions. The objectives for these workshops were:

1. Participants will be able to administer and score
   a. VPP-T (Vocabulary Placement Pre-Test)
   b. IRI (Informal Reading Inventory in Spanish)
   c. SpCRT (Spanish Criterion Reference Test)
2. Participants will be able to make use of the "Grids" for:
   a. IRI (Informal Reading Inventory in Spanish)
   b. SpCRT (Spanish Criterion Reference Test)

For the three workshops combined, the 76 participants gave mean responses of over 3.5 when asked whether the workshop had met its objectives. (see Appendix B)

OBJECTIVE CS1.1.3: BILINGUAL AIDE

Bilingual K classrooms will have the service of a bilingual aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Project evaluator will document the schedules of the bilingual aides to determine if each K classroom is serviced.

LEVEL OF ATTAINMENT: ACHIEVED

1. This objective was not directly measure.

2. This objective was not measured.

EVIDENCE:

1. In the Teacher Questionnaire the teachers responded that they had the services of an aide at least part of the day.

2. This objective was not measured

OBJECTIVE CS1.1.4: PARENT VOLUNTEER

Parent volunteers will work in bilingual K classrooms. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

LEVEL OF ATTAINMENT: NOT ACHIEVED

An average of 1 student per class was represented in a school activity each month. However, the majority of the parents engaged in conferences, material preparation, and field trips.

EVIDENCE:

Forms for recording the participation of parents in school activities were distributed to all project classroom. In February, 1975 an analysis of these forms showed that 20% of the project students had been represented by at least one parent in a school activity. This averages out to about one parent in a school activity per classroom per month.

OBJECTIVE CS1.1.5: MATERIALS

Materials budgeted for Spanish instruction in K will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE:

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipts of the materials ordered and dates of their distribution to the schools are also available.

OBJECTIVE CS1.1.6: SUPERVISION

Project staff will be available to help classroom teachers and aides plan Spanish instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff on the average of at least once a month.

EVIDENCE:

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of the visits ranged from once a week to twice a month.

OBJECTIVE CS2.1.1: SUMMER STAFF TRAINING

Teachers and aides will participate in training activities for Spanish language development during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Spanish language development was a topic for training during the Summer Workshop. Mean reactions of participants exceeded 3.5.

EVIDENCE:

At least nine of the sessions in the Summer Workshop directly addressed Spanish language development. (see Appendix A) Participants completed reaction forms for each session. All mean responses exceeded 3.5, most were above 4.0.

OBJECTIVE CS2.1.2: ON-GOING TRAINING

Teachers and aides will participate in training activities for Spanish. language development during the 1974-75 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This objective was not measured directly

EVIDENCE:

Records in project office files indicate that several workshops were offered during the school year. However, no check on this was made. No reaction forms were completed.

OBJECTIVE CS2.1.3: BILINGUAL AIDES

Each bilingual classroom will have the services of a bilingual teacher aide.

Teachers will answer prositively when asked whether they have the services of a bilingual aide.

Project evaluator will document the schedules of the bilingual aides to determine if each classroom is serviced.

LEVEL OF ATTAINMENT: ACHIEVED

All the teachers responding to the Teacher Questionnaire indicated that they had the services of a teacher aide at least part of the day.

EVIDENCE:

In the Teacher Questionnaire all of the teachers indicated that they had an aide at least part of the day. The project evaluator interviewed the teacher aides and noted their schedules.

OBJECTIVE CS2.1.4: MATERIALS

Materials budgeted for conducting language development activities will be delivered. Delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE:

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

OBJECTIVE CS2.1.5: PARENT VOLUNTEERS

Parent volunteers will provide resources for language activities and provide teachers with more time for individual or small group instruction. There will be at least one parent volunteer involved in an instructional/ supervisory capacity per classroom per month as documented by classroom records on parental involvement.

LEVEL OF ATTAINMENT:

An average of one parent volunteer per classroom per month was recorded.

EVIDENCE: NOT ACHIEVED

The Monthly Parent Participation Form summary includes data completed in project classrooms. This summary shows and average of 20% of project students per month being represented in in-school, mostly supervisory, activities. This is an average, with some classrooms having more volunteers and others having none.

OBJECTIVE CS2.1.6: SUPERVISION

Project staff will be available to help teachers and aides plan instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT:

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE: ACHIEVED

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a month to twice a month.

OBJECTIVE CS3.1.1: DOMINANCE TESTING

Each K and 1 student's language dominance will be determined by the administration of the James or PAL test within the first three weeks of school, fall, 1974. Copies of these scores will be forwarded to and kept on file in the Office of Evaluation.

LEVEL OF ATTAINMENT:

All K and 1 project students enrolled the first week of September were tested.

EVIDENCE: ACHIEVED

Bilingual aides were trained and administered the James or the PAL tests to all K and 1st grade students during the first week in September. The scores are on file in the Office of Research and Evaluation.

OBJECTIVE CS3.1.2: SUMMER STAFF TRAINING

Teachers and aides will attend inservice sessions concerning the importance of and the use of language dominance scores during the Summer Workshop. Their responses on a reaction form will show a mean of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

A session on the importance of and use of language dominance scores was conducted. No reaction forms were completed.

EVIDENCE:

A brief session on language dominance testing was conducted, however, time did not permit participants to complete reaction forms for this session.

OBJECTIVE CS3.1.3: AIDE TRAINING

Bilingual aides who will be administering the James or PAL test will receive training. The names of those aides participating in the training will be on file in the Office of Evaluation.

LEVEL OF ATTAINMENT: ACHIEVED

Aides received training in administering and scoring the James or PAL tests in a half-day workshop.

EVIDENCE:

All bilingual aides hired the first week of school in August attended a half-day training session conducted by the bilingual program staff. Aides were trained in the administration and scoring of either the James or the PAL tests. The names of the aides trained are on file with the school or schools in which they tested.

OBJECTIVE CS3.1.4: SUPERVISION

Project staff will be available to help teachers and aides organize classrooms on the basis of these scores. Each teacher will have a regularly scheduled meeting with a member of the bilingual project during the first semester. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE:

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month.

OBJECTIVE CS3.1.5: MATERIALS

All budgeted materials for beginning reading instruction in Spanish will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE:

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the school are available.

OBJECTIVE CS3.2.1: SUMMER STAFF TRAINING

Bilingual teachers will receive training in Spanish reading and writing instruction during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Seven Summer Workshop Sessions addressed Spanish reading instruction. Three sessions addressed Spanish language arts which included some writing instruction. All but one session exceeded 3.5 on the reaction forms.

EVIDENCE:

Appendix A describes these Summer Workshops activities and gives the mean responses on reaction forms for each.

OBJECTIVE CS3.2.2: ON-GOING TRAINING

Bilingual teachers will receive inservice training in Spanish reading and writing instruction during the 1974-75 school year. Their response on a reaction form will show a mean response of 3.5/5 to items related to the success of this training.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This objective was not directly measured

EVIDENCE:

Records in project office files indicate that several workshops were offered during the school year. However, no check on this was made. No reaction forms were completed.

OBJECTIVE CS3.2.3: MATERIALS

Materials budgeted for Spanish reading and writing instruction will be ordered and delivered by November, 1974. Delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE:

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

OBJECTIVE CS3.2.4: SUPERVISION

Project staff will be available to help classroom teachers and aides plan Spanish instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE:

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month.

OBJECTIVE CS3.2.5: PARENT VOLUNTEERS

Parent volunteers will work in bilingual classrooms. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

LEVEL OF ATTAINMENT: NOT ACHIEVED

An average of one parent volunteer per classroom per month was recorded.

EVIDENCE:

The Monthly Parent Participation Form summary includes data completed in project classrooms. This summary shows and average of 20% of project students per month being represented in in-school, mostly supervisory, activities. This is an average, with some classrooms having more volunteers and others having none.

OBJECTIVE CS3.2.6: BILINGUAL AIDE

Classrooms will have the service of a bilingual aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Project evaluator will document the schedules of the bilingual aides to determine if each classroom is serviced.

LEVEL OF ATTAINMENT: ACHIEVED

All the teachers responding to the Teacher Questionnaire indicated that they had the services of a teacher aide at least part of the day.

EVIDENCE:

In the Teacher Questionnaire all of the teachers indicated that they had an aide at least part of the day. The project evaluator interviewed the teachers aides and noted their schedules.

OBJECTIVE CS3.3.1: SPANISH CRT

The SpCRT will be furnished to all schools and administered by the end of October, 1974. Staff in the Office of Evaluation will document the administration.

LEVEL OF ATTAINMENT: ACHIEVED

The SpCRT was furnished to all schools and administered by mid-November.

EVIDENCE:

All project schools were provided the SpCRT in October. Because of the time involved in administering this test for the first time, many students were not tested until November. Records in the Office of Research and Evaluation show the students tested and the results of that testing.

OBJECTIVE CS3.3.2: SUMMER STAFF TRAINING

Teachers and aides will be trained in grouping and/or individualization during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Three Summer Workshop sessions addressed grouping and/or individualization directly. Other sessions included this topic indirectly. All three of these sessions received ratings in excess of 3.5.

EVIDENCE:

Appendix A summarizes these activites from the Summer Workshop. Each participant completed a reaction form after each session. The mean responses given on these forms exceeded 3.5 for the sessions dealing directly with grouping and/or individualization.

OBJECTIVE CS3.3.3: ON-GOING STAFF TRAINING

Teachers and aides will be trained in grouping and/or individualization during the 1974-75 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

One workshop during the year included training on grouping and/or individualization. The mean response for the workshop exceeded 3.5.

EVIDENCE:

The Diagnostic Testing Workshop included the topic of grouping and/or individualization. The mean response to items on reaction forms exceeded 3.5.

OBJECTIVE CS3.3.4: SUPERVISION

Project staff will be available to teachers and aides to help plan grouping and/or individualization. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual staff. This will be documented by the month staff contact form.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff on the average of at least once a month.

EVIDENCE:

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of the visits ranged from once a week to twice a month.

OBJECTIVE CS3.4.1: TEAM TEACHING

Team teaching arrangements will be worked out at each school so that all project students will be served by a monolingual and bilingual teacher as documented by the process evaluators.

LEVEL OF ATTAINMENT: ACHIEVED

All project students were served by both a bilingual teacher and a monolingual teacher, except for self contained bilingual classes.

EVIDENCE:

Records in the project files show the team teaching patterns of all project schools.

OBJECTIVE CS3.5.1: PLANNING WITH TEACHER

Teachers and aides will plan regularly together. When asked how often the teacher and aide plan together, both the teacher and aide will respond with the equivalent of at least 50% of the time.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This objective was not measured.

OBJECTIVE CS3.5.2: BILINGUAL AIDE

Each bilingual classroom will have the services of a bilingual teacher aide.

a. Teachers will respond positively when asked if they have the services of a bilingual aide.

b. Project evaluator will document whether each bilingual classroom is served by a bilingual aide.

LEVEL OF ATTAINMENT: ACHIEVED

All the teachers responding to the Teacher Questionnaire indicated that they had the services of a teacher aide at least part of the day.

EVIDENCE:

In the Teacher Questionnaire all of the teachers indicated that they had an aide at least part of the day. The project evaluator interviewed the teachers aides and noted their schedules.

OBJECTIVE CS3.5.3: SUMMER STAFF TRAINING

Bilingual teachers will be trained in the use of a bilingual aide in the classroom during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This training did not occur.

EVIDENCE:

This topic was never directly addressed by any staff development activities.

OBJECTIVE CS3.5.4: ON GOING TRAINING

Bilingual teachers will be trained in the use of a bilingual aide in the classroom during the 1974-75 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This training did not occur.

EVIDENCE:

This topic was never directly addressed by any staff development activities.

OBJECTIVE CS3.6.1: SCHEDULING VOLUNTEERS

Community Representatives will be contacting parents and scheduling classroom visitations. This will be documented through monthly reports.

LEVEL OF ATTAINMENT: NOT ACHIEVED

One of the Community Representatives major activities was contacting parents, however, scheduling classroom activities was not a frequent occurance.

EVIDENCE:

Monthly activity reports for the community representatives are on file in the project office. These reports show frequent parent contact by numerous avenues, i.e., phone calls, home visits, written communications, etc. Scheduling times for parents to visit classrooms was an infrequent activity.

OBJECTIVE CS3.7.1: CURRICULUM LISTINGS

The curriculum writer will research available commercial bilingual materials, prepare an annotated bibiography of these, and submit that bibliography to the Project Coordinator before the end of October, 1974.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This activity did not occur.

OBJECTIVE CS3.7.2: CURRICULUM DEVELOPMENT

The curriculum writer will select, order, and adapt appropriate bilingual materials throughout the year and make these available to the classroom teachers. By the end of the project year (May, 1975) each bilingual teacher will have been furnished at least one instructional unit from material identified, adapted, and provided by the curriculum writer.

LEVEL OF ATTAINMENT: NOT ACHIEVED

The curriculum writer provided the project teachers with a unit she developed on "El Dia De La Raza."

EVIDENCE:

The curriculum writer maintained records to document the delivery to project classrooms. No check on the use of the unit was made.

OBJECTIVE CS3.7.3: CURRICULUM DEVELOPMENT

The curriculum writer will develop locally relevant instructional units and provide these in a teachable format to the bilingual teachers. By the end of the project year (May, 1975) each project bilingual teacher will have been furnished at least one instructional unit developed by the project's curriculum writer. (A unit is defined as a minimum of 15 minutes of classroom activity per day for a minimum of 5 days.)

LEVEL OF ATTAINMENT: NOT ACHIEVED

The curriculum writer provided the project teachers with a unit she developed on "El Dia De La Raza."

EVIDENCE:

The curriculum writer maintained records to document the delivery to project classrooms. No check on the use of the unit was made.

OBJECTIVE CE1.1.1: SUMMER STAFF TRAINING

K teachers will receive training in English instruction during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Six of the Summer Workshops addressed English instruction, the overall workshop mean was 4.3 out of 5.0.

EVIDENCE:

Summer sessions were documented and summarized (see Appendix A). Each participant completed a reaction form after each session. The mean responses given on the reaction forms for the six sessions related to English instruction exceeded 3.5 out of 5.0 for 5 of the 6 sessions. Overall, the mean was 4.3.

OBJECTIVE CE1.1.2: ON-GOING STAFF TRAINING

K teachers will receive inservice training in English instruction during the 1974-75 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This training did not occur.

OBJECTIVE CE1.1.3: BILINGUAL AIDE

Bilingual K classrooms will have the service of a bilingual aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Project evaluator will document the schedules of the bilingual aides to determine if each K classroom is serviced.

LEVEL OF ATTAINMENT: ACHIEVED

1. This objective was not directly measure.

2. This objective was not measured.

EVIDENCE:

1. In the Teacher Questionnaire the teachers responded that they had the services of an aide at least part of the day.

2. This objective was not measured.

OBJECTIVE CE1.1.4: PARENT VOLUNTEERS

Parent volunteers will work in bilingual K classrooms. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by classroom records on parental involvement.

LEVEL OF ATTAINMENT: NOT ACHIEVED

An average of one students per class was represented in a school activity each month. However, the majority of the parents engaged in conferences, material preparation, and field trips.

EVIDENCE:

Forms for recording the participation of parents in school activities were distributed to all project classroom. In February, 1975 an analysis of these forms showed that 20% of the project students had been represented by at least one parent in a school activity. This averages out to about one parent in a school activity per classroom per month.

OBJECTIVE CE1.1.5: MATERIALS

Materials budgeted for English instruction in K will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE:

Records in the project files and in the Business Office document the expenditure of all funds budgeted for material. Records of receipts of the materials ordered and dates of their distribution to the schools are also available.

OBJECTIVE CE1.1.6: SUPERVISION

Project staff will be available to help classroom teachers and aides plan Spanish instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff on the average of at least once a month.

EVIDENCE:

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of the visits ranged from once a week to twice a month.

OBJECTIVE CE2.1.1: SUMMER STAFF TRAINING

Teachers and aides will participate in training activities for English language development during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

English development was a topic for training during the Summer Workshop. Mean reactions of participants exceeded 3.5.

EVIDENCE:

At least three of the sessions in the Summer Workshop directly addressed English lnaguage development (see Appendix A). Participants completed reaction forms for each session. Two out of three sessions received ratings above 3.5.

OBJECTIVE CE2.1.2: ON-GOING STAFF TRAINING

Teachers and aides will participate in training activities for English language development during the 1974-75 school year. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This training did not occur

OBJECTIVE CE2.1.3: BILINGUAL AIDE

Each bilingual classroom will have the services of a bilingual teacher aide.

Teachers will answer positively when asked whether they have the services of a bilingual aide.

LEVEL OF ATTAINMENT: ACHIEVED

All the teachers responding to the Teacher Questionnaire indicated that they had the services of a teacher aide at least part of the day.

EVIDENCE:

In the Teacher Questionnaire all of the teachers indicated that they had an aide at least part of the day. The project evaluator interviewed the teachers aides and noted their schedules.

OBJECITVE CE2.1.4: MATERIALS

Materials budgeted for conducting language development activities will be delivered. Delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE:

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

OBJECTIVE CE2.1.5: PARENT VOLUNTEERS

Parent volunteers will provide resources for language activities and provide teachers with more time for individual or small group instruction. There will be at least one parent volunteer involved in an instructional/ supervisory capacity per classroom per month as documented by classroom records on parental involvement.

LEVEL OF ATTAINMENT: NOT ACHIEVED

An average of one student per class was represented in a school activity each month. However, the majority of the parents engaged in conferences, material preparation, and field trips.

EVIDENCE:

Forms for recording the participation of parents in school activities were distributed to all project classrooms. In February, 1975 an analysis of these forms showed that 20% of the project students had been represented by at least one parent in a school activity. This averages out to about one parent in a school activity per classroom per month.

OBJECTIVE CE2.1.6: SUPERVISION

Project staff will be available to help teachers and aides plan instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE:

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a month to twice a month.

OBJECTIVE CE3.1.1: DOMINANCE TESTING

Each K and 1 student's language dominance will be determined by the administration of the James or PAL test within the first three weeks of school, fall, 1974. Copies of these scores will be forwarded to and kept on file in the Office of Evaluation.

LEVEL OF ATTAINMENT: ACHIEVED

All K and 1 project students enrolled the first week of September were tested.

EVIDENCE: ACHIEVED

Bilingual aides were trained and administered the James or the PAL tests to all K and 1st grade students during the first week in September. The scores are on file in the Office of Research and Evaluation.

OBJECTIVE CE3.1.2: SUMMER STAFF TRAINING

Teachers and aides will attend inservice sessions concerning the importance of and the use of language dominance scores during the Summer Workshop. Their responses on a reaction form will show a mean of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

A session on the importance of and use of language dominance scores was conducted. No reaction forms were completed.

EVIDENCE:

A brief session on language dominance testing was conducted, however, time did not permit participants to complete reaction forms for this session.

OBJECTIVE CE3.1.3: AIDE TRAINING

Bilingual aides who will be administering the James or PAL test will receive training. The names of those aides participating in the training will be on file in the Office of Evaluation.

LEVEL OF ATTAINMENT: ACHIEVED

Aides received training in administering and scoring the James or PAL tests in a half-day workshop.

EVIDENCE:

All bilingual aides hired the first week of school in August attended a half-day training session conducted by the bilingual program staff. Aides were trained in the administration and scoring of either the James or the PAL tests. The names of the aides trained are on file with the school or schools in which they tested.

OBJECTIVE CE3.1.4: SUPERVISION

Project staff will be available to help teachers and aides organize classrooms on the basis of these scores. Each teacher will have a regularly scheduled meeting with a member of the bilingual project staff during the first semester. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE:

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of these visits ranged from once a week to twice a month.

OBJECTIVE CE3.1.5: MATERIALS

All budgeted materials for beginning reading instruction in English will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All material budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE:

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the school are available.

OBJECTIVE CE3.2.1: SUMMER STAFF TRAINING

Teachers will receive training in English reading and writing instruction during the Summer Workshop. Their responses on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

Seven Summer Workshop sessions addressed English reading instruction. Three sessions addressed English language Arts which included some writing instruction. All but one session exceeded 3.5 on the reaction form.

EVIDENCE:

Appendix A describes these Summer Workshop Activities and gives the mean responses on reaction form for each.

OBJECTIVE CE3.2.2: ON-GOING STAFF TRAINING

Teachers will receive inservice training in English reading and writing instruction during the 1974-75 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This training did not occur

OBJECTIVE CE3.2.3: MATERIALS

Materials budgeted for English reading and writing instruction will be ordered and delivered. Delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE:

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipt of the materials ordered and dates of their distribution to the schools are also available.

OBJECTIVE CE3.2.4: PARENT VOLUNTEERS

Parent volunteers will work in classrooms. There will be at least one parent volunteer involved in an instructional/supervisory capacity per classroom per month as documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: NOT ACHIEVED

An average of 1 students per class was represented in a school acitivity each month. However, the majority of the parents engaged in conferences, material preparation, and field trips.

EVIDENCE:

Forms for recording the participation of parents in school activities were distributed to all project classroom. In February, 1975 an analysis of these forms showed that 20% of the project students had been represented by at least one parent in a school activity. This averages out to about one parent in a school activity per classroom per month.

OBJECTIVE CE3.2.5: BILINGUAL AIDE

Classrooms will have the service of a bilingual aide.

1. Teachers will answer positively when asked whether they have the services of a bilingual aide.

2. Project evaluator will document the schedules of the bilingual aides to determine if each K classroom is serviced.

OBJECTIVE CE3.2.6: SUPERVISION

Project staff will be available to help classroom teachers and aides plan English instruction. Each teacher will have a regularly scheduled meeting once each semester with a member of the bilingual project staff. This will be documented by the monthly staff contact form.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff an average of at least once a month.

EVIDENCE:

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during months. Frequency of these visits ranged from once a week to twice a month.

LEVEL OF ATTAINMENT: ACHIEVED

All the teachers responding to the Teacher Questionnaire indicated that they had the services of a teacher aide at least part of the day.

EVIDENCE:

In the Teacher Questionnaire all of the teachers indicated that they had an aide at least part of the day. The project evaluator interviewed the teachers aides and noted their schedules.

OBJECTIVE A1.1.1: SUMMER STAFF TRAINING

Project teachers and aides will participate in training in cultural awareness during the Summer Workshop. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

A full day of the Summer Workshop was devoted to cultural awareness. The mean response for this day exceeded 4.6.

EVIDENCE:

Appendix A describes in detail the activities of and reaction to the cultural activities in the Summer Workshop. Half a day was spent studying Black culture and half a day was spent studying Mexican American culture. The responses received from participants in these two sessions were the highest for any session during the week.

OBJECTIVE A1.1.2: ON-GOING STAFF TRAINING

Project teachers and aides will participate in inservice training in cultural awareness during the 1974-75 school year. Their response on a reaction form will show a mean response of 3.5/5 to items relating to the success of this training.

LEVEL OF ATTAINMENT: ACHIEVED

A full day was devoted to cultural relevance at a workshop conducted for project teachers at Allan Junior High on March 20, 1975.

EVIDENCE:

One full day session on cultural relevance during the school year was the total amount of training provided project teachers in this area. No reaction form was completed.

OBJECTIVE A1.1.3: BILINGUAL AIDE

All bilingual classrooms will have the services of a bilingual aide.

a. Teachers will answer positively when asked whether they have the services of a bilingual aide.

b. Project evaluator will document whether K classrooms are served by a bilingual aide.

LEVEL OF ATTAINMENT: ACHIEVED

All the teachers responding to the Teacher Questionnaire indicated that they had the services of a teacher aide at least part of the day.

EVIDENCE:

In the Teacher Questionnaire all of the teachers indicated that they had an aide at least part of the day. The project evaluator interviewed the teachers aides and noted their schedules.

OBJECTIVE A1.1.4: MATERIALS

Each project classroom will receive materials budgeted for conducting culturally related activities. The delivery of these materials will be documented by the evaluation staff.

LEVEL OF ATTAINMENT: ACHIEVED

All materials budgeted were ordered and all these materials received were distributed to the schools.

EVIDENCE:

Records in the project files and in the Business Office document the expenditure of all funds budgeted for materials. Records of receipts of the materials ordered and dates of their distribution to the schools are also available.

OBJECTIVE A1.1.5: CURRICULUM DEVELOPMENT

The curriculum writer will furnish each project classroom with at least one cultural unit. (A unit is defined as a minimum of fifteen minutes of classroom activity per day for a minimum of five days.) Each classroom teacher will answer positively when asked whether the curriculum writer has furnished him/her with at least one cultural unit.

LEVEL OF ATTAINMENT: NOT ACHIEVED

This objective was not measured

OBJECTIVE A1.1.6: PARENT VOLUNTEERS

Parent volunteers will provide each classroom with culturally related resources at least once each semester as documented by classroom records.

LEVEL OF ATTAINMENT: NOT ACHIEVED

An average of one students per class was represented in a school activity each month. However, the majority of the parents engaged in conferences, material preparation, and field trips.

EVIDENCE:

Forms for recording the participation of parents in school activities were distributed to all project classrooms. In February, 1975 an analysis of these forms showed that 20% of the project students had been represented by at least one parent in a school activity. This averages out to about one parent in a school activity per classroom per month.

OBJECTIVE A1.1.7: SUPERVISION

Project staff will be available to help classroom teachers plan activities. Each teacher will have at least one scheduled conference with a member of the project staff each semester.

LEVEL OF ATTAINMENT: ACHIEVED

Each project teacher was visited by project staff on the average of at least once a month.

EVIDENCE:

Records maintained by the project staff document their visitation to each project school. These visitations were scheduled weekly during most months. Frequency of the visits ranged from once a week to twice a month.

OBJECTIVE A1.2.1:

Same as all other Input Objectives. All Input Objectives in the cognitive domain relate to this input objective.

OBJECTIVE A2.1.1:

Same as all other Input Objectives. All Input Objectives in the cognitive domain relate to this input objective.

OBJECTIVE A3.1.1:

Same as all other Input Objectives. All Input Objectives in the cognitive domain relate to this input objective.

VI

INTERRELATIONSHIPS

The C.I.P.O. Evaluation Model employed in this report assumes that there are critical relationships among the four components of the evaluation context, input, process and outcomes. All the four components are interrelated and one affects the results of the other. Before going any further, one has to look at the context or environment in which the ESAA project exists. The context is that part of the project over which one has little, if any, control. It may encompass variables from the school such as the school building itself, the experience or inexperience of the faculty, to the home, the education and the socioeconomic level of a particular family. Taking this into closer consideration, one then takes a closer look at the interaction or lack of interaction between the inputs and processes outlined for a particular project, in this case ESAA, and examines how these two have affected the expected outcomes of the project.

Input objectives are those objectives, those variables, provided directly as a result of a program, but which are antecedent to the actual teaching-learning activity. Process objectives or variables include those things which occur at the moment of the teaching-learning act. Included as processes are such things as teaching methodology and verbal interactions. There should be definite relationship between the inputs and the processes. In order for the processes to take place, the inputs have to be implemented which ultimately produce the outcomes of a project. All of these interactions are taking place within the context of the whole project.

Most of the process and input objectives for the ESAA Bilingual/ Bicultural Project were met. An outcome objective that was not met was the objective that dealt with the increase of reading skills in Spanish. One has only to take a closer look at the input and process objectives that were not met and one sees that there was no on-going training in Spanish development during the school year and that the teachers did not plan with the teacher aide on a regular basis. Another input objective that was not met was getting the parents into the classrooms to assist in instruction. In the process objectives, the reading and writing activities in Spanish were not met. There was practically no curriculum development to speak of. All these input and process objectives that were not met could have very possibly been the reasons that there was no increase in reading skills in Spanish.

These findings can be of great value to the project staff next year so that they can strengthen these areas in order that the project can better serve the students in the ESAA Bilingual/ Bicultural Project.

GLOSSARY

ESAA - Emergency School Aid Act passed by Congress to assist school districts under a court ordered desegregation plan.

Project - ESAA Bilingual/Bicultural Project in A.I.S.D.

Project Year - July 1, 1974 to June 30, 1975

Bilingual Classroom - Project classroom engaged in bilingual instruction and having a bilingual teacher.

Team Classroom - Project classroom engaged in bilingual instruction and having a monolingual teacher.

Monolingual Classroom - Project classroom where all instruction is in English.

Bicultural Classroom - Project classroom where all instruction is in English.

C.I.P.O. - Evaluation model developed by the A.I.S.D. Office of Evaluation and used as a basis for this report.

.05 Level of Confidence - In the analysis of data reported here, this means that in only 5 cases out of 100 the difference observed between two measures would have occurred by chance.

Significant Difference - This term is used only when the difference between two measures reaches or exceeds the .05 level or confidence.

Random Sample - This term refers to samples that are drawn in which all the subjects in that population have an equal chance of being chosen.